








Topic of Study – I Have an Amazing Body

 <p><u>Introduction</u></p>	<p>Three and four year old children are fascinated by their bodies and what they can do. They never tire of commanding adults to “Watch me” as they acquire and practice new physical skills such as climbing, running fast, completing a puzzle or snapping their fingers for the first time. Their increasing ability to control both large and small muscles allows them to do more and more things for themselves.</p> <p>In planning with children activities related to their bodies, be sensitive to anyone in the group with a disability. Keep activities flexible and open-ended and concentrate on things children can do rather than things they are not able to do. This applies to all the children in the group.</p> <p>Children’s bodies are an integral part of who they are – their “self.” When children are given opportunities to enjoy and be successful in experiences involving their bodies, they feel good about themselves and what they can do. Know your children well and use the suggested activities in ways that will help them know and take pride in their bodies.</p>
 <p><u>Big Ideas</u></p>	<p>Here are three big ideas about their bodies you can help children explore:</p> <ul style="list-style-type: none"> ➤ My body has many parts ➤ My body grows and changes ➤ My body can move
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Pictures of people involved in physical activities such as walking, running, playing sports and using their hands to perform tasks • Children’s books about bodies: <i>Here Are My Hands</i> by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand <i>From Head to Toe</i> by Eric Carle <i>My Hands</i> by Alikei • Storytelling figures (felt or magnetic) for the book, <i>From Head to Toe</i> (B.A.M.M.M.! – Books and Movement - A Magical Mix, Learning Activity #1 – I Can Move My Body in Many Ways) • Felt or Magnetic Board • Body parts cards: Make 10 to 12 pairs of matching picture cards with body parts such as nose, mouth, face, feet, fingers, toes, elbows. Label each card with the name of the body part. Laminate or cover the cards with clear self-adhesive paper for durability. • Hoops 18” in diameter • Beanbags • Bean Bag Activities CD or Cassette • Scales for weighing children • Adding machine tape for measuring children • Lacing cards in the shape of hands and feet and shoelaces • Sponges cut in the shape of hands and feet • Photos of children using their hands in different learning centers • Signs that state how children use their hands in different learning centers

	<ul style="list-style-type: none"> • Cotton balls • Ice tongs • Gloves • “Brain Sprinkles” can: Cover a can such as a Pringles can with self-adhesive paper in either a color or pattern (not clear). Put ¼ cup rice in the can and glue or tape on the lid. Label the can, “Brain Sprinkles.”
 <p><u>Resources</u></p>	<ul style="list-style-type: none"> • Check with your local library for the availability of children’s books. • Children’s books can be purchased online, from school supply catalogs or local bookstores. • Contact the Division of Child Care and Early Childhood Education for the following materials or locate at http://www.arkansas.gov/childcare/bammm.htm: <ul style="list-style-type: none"> ✓ B.A.M.M.M.! – Books and Movement - A Magical Mix, Learning Activity #1 – I Can Move My Body in Many Ways. Patterns for making storytelling figures for the book, <i>From Head to Toe</i>
 <p><u>Introducing and Concluding the Topic</u></p>	<p>Introduction: Finding out What Children Know about Their Amazing Bodies</p> <p>Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion</p> <p>To introduce the topic of “I have an amazing body” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.</p> <ul style="list-style-type: none"> • Gather the children in a group. Say, “For the next few days we’re going to be learning about our bodies.” • Write on chart paper, chalk board or marker board the words “Our Amazing Bodies.” • Invite children to tell you things they already know about their bodies. You may have to point to several body parts and ask children to name them, then state that “These are all parts of our bodies. What are some things these body parts can do?” Make a list of all of the things children know about their bodies.” • Review the list with them and say, “You already know a lot of things about your bodies and we’ll find out even more.” • Keep the list until you have completed the topic of study. <hr/> <p>Conclusion: Finding out What Children Have Learned about Their Amazing Bodies</p> <ul style="list-style-type: none"> • Gather the children in a group at the conclusion of the study about their bodies. • Write on chart paper, chalk board or marker board, “Things We Learned about Our Amazing Bodies.” • Invite children to tell you some things they have learned about their bodies. You may have to ask prompt questions such as “What are some things we learned our bodies can do?” and “How has your body changed from the time you were a baby until now?” • Make a list of all the things children learned about their bodies. • Read the first list you made with the children. Then say, “Here are some new things you found out about your amazing bodies” and read today’s list with the children.



**Reading
Books with
Children**

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

4.1 Identifies body parts and understands their functions

Book #1: *Here Are My Hands* by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand

First Reading of *Here Are My Hands*

- Prepare to read the book, *Here Are My Hands*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at hands shown on the cover and identify how they are different (color, size, some have mittens, gloves and a baseball glove).
- Show title page (double spread) and invite children to describe what is happening with hands on this page.
- Read story so all children can see the pictures in the book.
- Follow up by showing each page and inviting children to name the body part shown on that page.

Second Reading of *Here Are My Hands*

- Prepare to read the book, *Here Are My Hands*.
- Show the cover, give the title, author and illustrator
- Read the book so all children can see the pictures.
- Follow up the second reading by showing each page and inviting children to point to that part on their own bodies, name the body part, and discuss what that part is doing in the book.

Third Reading of *Here Are My Hands*

- Prepare to read the book, *Here Are My Hands*.
- Show the cover. Invite children to recall the title. Give name of author and illustrator.
- Read the book so all children can see the pictures.
- Follow up the third reading by showing the different body parts included in the book and inviting children to discuss additional things that each body part can do.

Book #2: *From Head to Toe* by Eric Carle, author and illustrator

First Reading of *From Head to Toe*

- Prepare to read the book, *From Head to Toe*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the book is about.
- Read the book so all children can see the pictures.
- Follow up with questions such as, "Were your predictions about the story correct?" "Which was your favorite animal in the story?" "Why was it your favorite?"

Second Reading of *From Head to Toe*

- Prepare to read the book, *From Head to Toe*.
- Show cover, give title, author and illustrator.
- Follow up the second reading by involving children in the movement activities that are featured in the book. The procedures for this activity follow.
- Invite children to stand and make a circle by holding hands. Ask that they drop hands and move back one step to expand the circle so each child has self space (room to move without touching others).
- Explain to children that you will read the story again and they can move like the animals in the book.
- Stand in the middle of the circle and read the story while children do the movements.

Book #3: *My Hands* by Alik, author and illustrator

First Reading of *My Hands*

- Prepare to read the book, *My Hands*
- Show cover, give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Write on a chart sheet or chalk or marker board, the following: Things My Hands Can Do. Invite children to tell you all the things their hands can do and write on a chart sheet what they say.
- Say to the children, "Let's read and find out how your list compares to what the story tells us."
- Read story so all children can see the pictures in the book.
- Pause on page 21, after reading about people who are ambidextrous and what this means. Invite children to repeat the word with you.
- Continue reading the story to the end.
- Review the list that children dictated to you.
- Review each page of the book and compare it to the children's list. If an activity is in the book that is not on the list, add it to the list.
- Read the revised list with the children. Run your fingers under the words as you read them.

Additional Benchmark: 3.5 Understands that print conveys a message

Things My Hands Can Do



Draw a picture
Throw a ball

Second Reading of *My Hands*

- Prepare to read the book, *My Hands*.
- Show cover. Invite children to recall the name of the book. Give the author and illustrator.
- Read the book so all children can see the pictures.
- Review the second reading by inviting children to stand and imitate the actions that the words and pictures suggest. Read or summarize each page to guide the children's actions.

Third Reading of *My Hands* (Small Group)

- Prepare to read the book, *My Hands*.
- Bring to the group pencils for each child and items that are rough (bark), smooth (a river pebble or piece of fabric that is smooth), and prickly (dry pine cone). Keep items out of sight of children until the end of the story.
- Gather a small group of children, from three to five.
- Show cover. Invite children to recall the name of the book and to say the name of the author/illustrator with you.
- Read the book so all children can see the pictures.
- Follow up the third reading by showing children page 18 and reading about things to touch.
- Invite children to name things that they have felt that are rough, smooth, prickly, hot and cold.

	<ul style="list-style-type: none"> • Show children the items that are rough, smooth and prickly. • Allow children to examine and discuss how the items feel. • Read page 19 about handedness. • Give each child a pencil and ask children to pretend to write with it. • Observe which hand children use to hold their pencil. Discuss with children whether they are left-handed or right-handed. <p>Additional Benchmarks: 3.10 Classifies objects by physical features such as shape or color</p> <p>3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</p> <p>Teacher Note: Consider reading the book, <i>My Feet</i> by Alikì, with the children and including follow up experiences similar to the ones suggested for <i>My Hands</i> by Alikì.</p>
 <p><u>Additional Books</u></p>	<p><i>My Feet</i> by Alikì</p> <p><i>Quick as a Cricket</i> by Audrey Wood, illustrated by Don Wood</p> <p><i>Wee Sing & Learn My Body</i> (book and cassette) by Pamela Conn Beall and Susan Hagen Nipp, illustrated by Winky Adam, published by Price Stern, a division of Penguin Young Readers Choice (2003)</p>
 <p><u>Language Materials and Activities</u></p>	<p>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</p> <p>Storytelling Figures: <i>From Head to Toe</i></p> <ul style="list-style-type: none"> • Make either felt or magnetic storytelling figures for the story • Read the book, <i>From Head to Toe</i>, to the children. • Use the storytelling figures to tell the story. • Explain to the children that the storytelling figures will be in the library/book area for them to use. • Demonstrate and discuss with the children the correct way to use the storytelling figures. <hr/> <p>Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</p> <p>5.5 Participates in songs, finger plays, rhyming activities and games</p> <p style="text-align: center;">Looby Loo</p> <p style="text-align: center;">Here we go looby loo Here we go looby light Here we go looby loo All on a Saturday night You put your right hand in You take your right hand out You give your hand a shake, shake, shake And turn yourself about</p> <p style="text-align: center;">Here we go looby loo Here we go looby light Here we go looby loo</p>

All on a Saturday night
You put your left hand in
You take your left hand out
You give your left hand a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo
All on a Saturday night
You put your right foot in
You take your right foot out
You give your right foot a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo
All on a Saturday night
You put your left foot in
You take your left foot out
You give your left foot a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo
All on a Saturday night
You put your head in
You take your head out
You give your head a shake, shake, shake
And turn yourself about

Here we go looby loo
Here we go looby light
Here we go looby loo
All on a Saturday night
You put your whole self in
You take your whole self out
You give your whole self a shake, shake, shake
And turn yourself about

All Together

(Sing to tune of The Wheels on the Bus. Suit actions to words)

My hands on my body go clap, clap, clap,
Clap, clap clap,
Clap, clap, clap.
My hands on my body go clap, clap, clap,
As we all clap together.

My eyes on my body go blink, blink, blink,
Blink, blink, blink,
Blink, blink, blink.

	<p>My eyes on my body go blink, blink, blink, As we all blink together.</p> <p>My feet on my body go stomp, stomp, stomp, Stomp, stomp, stomp, Stomp, stomp, stomp. My feet on my body go stomp, stomp, stomp, As we all stomp together.</p> <p>My ears on my body go wiggle, wiggle, wiggle, Wiggle, wiggle, wiggle, Wiggle, wiggle, wiggle, My ears on my body go wiggle, wiggle, wiggle. As we all wiggle together.</p> <p>My waist on my body goes twist, twist, twist, Twist, twist, twist, Twist, twist, twist. My waist on my body goes twist, twist, twist, As we all twist together.</p> <p>My whole body goes shake, shake, shake, Shake, shake, shake, Shake, shake, shake. My whole body goes shake, shake, shake, As we all shake together.</p> <hr/> <p style="text-align: center;">Body Wiggle (Sing to tune of The Bear Went over the Mountain. Suit actions to words.)</p> <p>My fingers are starting to wiggle, My fingers are starting to wiggle, My fingers are starting to wiggle, Wiggle all around.</p> <p>My hands are starting to wiggle, My hands are starting to wiggle, My hands are starting to wiggle, Wiggle all around.</p> <p>My arms are starting to wiggle, My arms are starting to wiggle, My arms are starting to wiggle, Wiggle all round.</p> <p>My head is starting to wiggle, My head is starting to wiggle, My head is starting to wiggle, Wiggle all around.</p> <p>My whole body's starting to wiggle, My whole body's starting to wiggle, My whole body's starting to wiggle. I guess I'll just sit down.</p>
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Where Is Thumbkin?

(Sing to the tune of Are You Sleeping?)

Where is thumbkin?	(hands behind back)
Where is thumbkin:	
Here I am. Here I am.	(bring out right thumb, then left)
How are you today, sir?	(bend right thumb)
Very well, I thank you.	(bend left thumb)
Run away.	(put right thumb behind back)
Run away.	(put left thumb back)

Other verses: Use similar motions, changing fingers as the words indicate.

Where is pointer?
Where is middle one?
Where is ring finger?
Where is pinky?
Where are all of them?

Busy Fingers

(Sing to tune of Mulberry Bush and suit actions to words)

This is the way my fingers stand,
Fingers stand, fingers stand.
This is the way my fingers stand,
So early in the morning.
This is the way they dance about,
Dance about, dance about.
This is the way they dance about,
So early in the morning.

This is the way I fold my hands,
Fold my hands, fold my hands.
This is the way I fold my hands,
So early in the morning.

This is the way they go to rest,
Go to rest, go to rest.
This is the way they go to rest,
So early in the morning.

Open, Shut Them

(Suit actions to words)

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them,
Put them in your lap.

Walk them, walk them, walk them, walk them
Right up to your chin.
Open up your little mouth,
But do not let them in.

	<p>Walk them, walk them, walk them, walk them Right down to your toes. Let them fly up in the air and Tap you on the nose.</p> <p>Open, shut them, open, shut them, Give a little clap. Open, shut them, open, shut them, Put them in your lap.</p> <hr/> <p>Head, Shoulders, Knees and Toes (Suit actions to words)</p> <p>My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, Let's all clap hands together.</p> <p>Teacher Note: Consider using this finger play as a transition during group time. Repeat the words and change the last line as follows: We all sit down together.</p> <hr/> <p>Hands on Shoulders (Suit actions to words)</p> <p>Hands on shoulders, hands on knees, Hands behind you, if you please. Touch your shoulders, now your nose, Now your chin and now your toes. Hands up high in the air, Down at your side, then touch your hair. Now clap your hands, One two, three, four.</p> <hr/> <p>Touch (Suit action to words)</p> <p>Touch your nose, touch your chin. That's the way this game begins. Touch your eyes, touch your knees. Now pretend you're going to sneeze. Touch your hair, touch your ear. Touch your two red lips right here. Touch your elbows where they bend. That's how this touch game will end.</p> <hr/> <p>Ten Little Fingers</p> <p>I have ten fingers and they all belong to me (hold hands up) I can make them do things. Would you like to see? I can shut them up tight (form fist) Or open them wide (hold fingers out)</p>
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I can put them together or make them all hide (close both fists)
I can make them jump high (put hands over head)
I can make them go low (put hands down)
I can fold them quietly and hold them just so (put hands in lap)

Teacher Note: Consider using this finger play as a transition to reading a story to the children.

Animal Moves

(Move in place)

Can you hop like a rabbit?
Can you jump like a frog?
Can you waddle like a duck?
Can you run like a dog?
Can you fly like a bird?
Can you swim like a fish?
Can you be very, very still?
As still as this?

Here Are My Ears

(Suit actions to words)

Here are my ears,
Here is my nose.
Here are my fingers,
Here are my toes.
Here are my eyes,
Both open wide.
Here is my mouth
With white teeth inside.
Here is my tongue
That helps me speak.
Here is my chin.
And here is my cheek,
Here are my hands
That help me play.
Here are my feet
For walking today.

I Have Two Eyes

(Suit actions to words)

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.
I have two ears to hear with,
And tongue to say "good day."
And two red cheeks for you to kiss,
And now I'll run away.

	<p style="text-align: center;">Me (Suit actions to words)</p> <p style="text-align: center;">My hands upon my head I place, On my shoulders, on my face, On my knees and at my side, Then behind me they will hide. Then I raise my hands so high, 'Till they almost reach the sky, Quickly count them – 1 and 2. So many things hands can do.</p> <hr/> <p>Benchmarks: 1.1 Demonstrates ability to make choices 3.5 Understands that print conveys a message</p> <p>Activity: We Can Move Book Begin a class "We Can Move" book. Use a photo album or scrapbook with adhesive pages.</p> <ul style="list-style-type: none"> • Include one page per child in the group. Label that page with the child's name. • Take photos of individual children as they participate in movement activities. Allow children to select the photos to include on their individual pages. • Invite children to dictate what he or she is doing in the activity. For example, "<i>Aaron is jumping.</i>" Or "<i>Jamie is dancing.</i>" • Add photos over a period of time. • Place the photo album in the library area where children can look at and "read" it. <hr/> <p>Benchmarks: 1.1 Demonstrates ability to make choices 1.2 Demonstrates independence in personal care 1.6 Demonstrates confidence in growing abilities 1.19 Works cooperatively with others on completing a task 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</p> <p>Activity: A Story about Me</p> <ul style="list-style-type: none"> • Create a book for each child. (See Attachment: "A Story About Me") • Involve children in developing their books during the following topics of study: I Am a Unique Person, I Have an Amazing Body, I Use my Senses to Learn about Things in My Environment, and I Have Feelings and Emotions. • Involve children in adding to the book as different activities are completed during the four topics of study that are identified. • Add to the "I Can Do It" page as children accomplish the different tasks. Include dates that child accomplishes each task, either with help or independently. <hr/> <p>Benchmarks: 3.5 Understands that print conveys a message 4.1 Identifies body parts and understands their functions 4.6 Coordinates eye and hand movements to complete tasks</p> <p>Activity: Make a Body Book</p> <ul style="list-style-type: none"> • Discuss with the children that each will make a picture book about bodies, and that it will take several days to complete the book. • With the children, select a specific body part for the first page (eyes, nose, legs, or hands). • Help the children find and cut out pictures from catalogs and magazines of the specified body part and glue to a sheet of paper, or they may draw the picture. • Ask each child if you may write a dictated comment or caption on the page. • Continue this activity over several days, following the same steps, until all selected body parts are covered.
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- Suggest that children do a page or two of whole bodies.
- Help children make a cover for their book with the child's name as author.
- Staple the cover and pages together.

Teacher Note: Let the children share their books with each other in the classroom and then send books home with the children. Attach a note suggesting that parents and children "read" the book together and that parents invite their child to tell them about making the book.

Activity: Our Hands Book

- Make a class book entitled "Our Hands.:"
- Trace around each child's hands and invite them to dictate their thoughts to you to finish this statement: My hands can....
- Suggest that children illustrate their individual page.
- Create a title page for the book. List the title, Our Hands, and author as Ms. Yvette's (teacher's name) class.
- Put the pages together to make a book.
- Read the book with the children.
- Place the book in the library area for children to look at independently.

Teacher Note: Consider creating a book entitled "Our Feet", following the same procedures.

Benchmarks: 3.4 Demonstrates visual discrimination and visual memory skills
 4.1 Identifies body parts and understands their functions
 5.4 Recognizes and identifies by name most common objects and pictures

Activity: Body Parts Concentration (Small Group)

- Gather a small group of children, four to six
- Explain to children that they will play a concentration game
- Show body parts cards to children and ask them to name each body part.
- Shuffle the cards and lay them face down in rows.
- Invite each child, in turn up two cards to try and find a match (refer to as a pair, or two alike.) If cards match, they are set aside. If cards don't match, the child replaces them in the same place.
- Encourage children to remember where the cards are when no match is found.
- Continue the game until all pairs have been matched.

Teacher Note: The ability of the children in the group will determine the number of pairs to use. Avoid having winners or losers. Remember that the primary objective of the game is for children to demonstrate visual discrimination and visual memory skills.

Benchmarks: 4.1 Identifies body parts and understands their functions
 5.9 Uses language to problem solve

Activity: What Can It Do? (Small Group)

- Gather a small of group of children, four to six
- Show a body part card to a child and invite that child to name the body part and tell something that body part can do. For example, an elbow bends and eyes see or blink.
- Allow each child in the group a turn.

Teacher Note: Consider simply asking younger children to name the body parts and touch their own corresponding body part.

Activity: Parts of the Body Guessing Game

- Begin the following sentences and invite children to finish each one.
I can see with my _____(eyes)
I can smell with my _____(nose).
I can chew with my _____(teeth).
I can hear with my _____(ears)
I can clap with my _____(hands).
I can run with my _____(feet).
I can crawl with my _____(hands and knees)
- Invite children to add additional sentences.

Teacher Note: Consider this variation of the activity:

- Write four or six of the sentences on chart paper, chalk or marker board, omitting the final word.
- Read each sentence and allow the children to finish it.
- Write the word in the blank.
- Read the sentences back with the children, running your hand under the words.

Additional Benchmark: 3.5 Understands that print conveys a message

Benchmarks: 1.16 Helps others in need

1.19 Works cooperatively with others on completing a task

5.9 Uses language to problem solve

Activity: Helping Hands/Hurting Hands

- Divide a chart into 2 columns with the title Helping Hands / Hurting Hands.
- Ask the children to name "good things or helping things hands can do" and some things "Hands should not do". Write their dictated comments in the appropriate column. Add simple illustrations when needed.
- Invite the children to read their dictated comments.

Helping Hands	Hurting Hands
Pick up my toys	Throw paper on the floor
Make a card for a friend	Hit someone


Activity: Helping Hands Chart


- Post a chart labeled "Helping Hands" in the room at children's eye level.
- Cut out hand-shaped cards, one per child.
- Involve children in helping you write their name on their card.
- Explain to children that when you observe them using their hands to help someone, you will record this on their card and ask them to add it to the chart.
- Record something positive about each child. For example, "Raymond used his hands to help Myron work a puzzle."
- Send the card home with the child at the end of the week to share with his or her family.


Benchmark: 5.10 Follows directions in sequence


Activity: Simon Says

- Play the "Simon Says" game in which Simon (teacher) tells children to move different parts of their body in sequence. For example:
 - Blink your eyes and wiggle your nose
 - Smack your lips and touch your ears
 - Swing your arms and bend your elbows

	<ul style="list-style-type: none">○ Slap your knees and stomp your foot○ Shrug your shoulders and scratch your back• Allow children to be Simon if they are able to do this.• Add 3 commands in sequence as children are ready. <p>Teacher Note: With 3 and 4 year old children always say "Simon Says" because most of them are not ready to understand they are not to move unless "Simon Says"</p>																				
<div></div> <div><p><u>Science/</u> <u>Discovery</u> <u>and Math</u></p></div>	<p>Benchmarks: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship</p> <p>4.1 Identifies body parts and understands their functions</p> <p>3.5 Understands that print conveys a message</p> <p>Activity: Body Parts Chart</p> <ul style="list-style-type: none">• Make a Body Parts Chart by writing the numerals as illustrated.• Ask the children to name as many parts as they can that fit in each category on the chart. Suggest some parts children might not think of such as lips, fingernails, toenails, and shoulders.• Write the name of the body part on the chart. Pictures to illustrate the chart would also be good. <table><caption>Body Parts Chart</caption><tr><th>1</th><th>2</th><th>5</th><th>10</th></tr><tr><td>Nose</td><td>Eyes</td><td>Right hand fingers</td><td>Fingers</td></tr><tr><td>Mouth</td><td>Ears</td><td>Left hand fingers</td><td>Toes</td></tr><tr><td>Head</td><td>Hands</td><td>Right foot toes</td><td></td></tr><tr><td></td><td>Elbows</td><td>Left foot toes</td><td></td></tr></table> <p>Teacher Note: Stress number of body parts rather than "right" and "left"</p> <hr/> <p>Benchmark: 3.22 Makes comparisons (scientific process: comparing)</p> <p>Activity: Finger Prints</p> <ul style="list-style-type: none">• Give each child 2 (3x5) unlined index cards.• Help the children write their names on each card and turn the card over to the blank side.• Help the children make one index-finger print on the blank side of each card, using the same finger each time.• Ask the children if they know why their fingers made designs on the paper. Explain that everyone has a special design in the skin of his/her fingers, and that everyone's design is different.• Ask the children to put one of their 2 cards in the middle of the table.• Collect the remaining cards mix them up and demonstrate how to use a magnifying glass to match up the fingerprint cards.• Help the children to try and match the fingerprints.• Suggest that they turn the cards over and check the names to see if they made correct matches. <hr/> <p>Benchmark: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship</p> <p>Activity: How Much Do I Weigh?</p> <ul style="list-style-type: none">• Weigh each child.• Involve children in adding their weight to their individual book, “A Book About Me”.	1	2	5	10	Nose	Eyes	Right hand fingers	Fingers	Mouth	Ears	Left hand fingers	Toes	Head	Hands	Right foot toes			Elbows	Left foot toes	
1	2	5	10																		
Nose	Eyes	Right hand fingers	Fingers																		
Mouth	Ears	Left hand fingers	Toes																		
Head	Hands	Right foot toes																			
	Elbows	Left foot toes																			

	<p>Activity: How Tall Am I?</p> <ul style="list-style-type: none"> • Prepare strips of adding machine tape approximately 6" longer than the child is tall (one strip per child) • Tape the strip of tape vertically to the wall. • Involve the child in writing his or her name and the date on the tape. As the child stands next to the wall, make a mark on the tape indicating the child's height. • Use a measuring tape and help child measure his or her height. Record the child's height next to the mark. • Repeat the procedure for each child. • Display the tapes in the classroom for a few days, then store in the child's portfolio or folder. • Involve children in adding their height to their individual book, "A Book About Me".. • Measure the children every 4 to 5 months to show how much each child has grown. With the child, compare the two tapes. <p>Teacher Note: Do not compare the children's heights.</p> <hr/> <p>Activity: My How I Have Grown!</p> <ul style="list-style-type: none"> • Ask families to let you know the height of their child at birth. • Invite children to show with their hands how tall they think they were when they were born. • Involve children in using a measuring tape to measure their height at birth and mark the height on their individual strips of adding machine tape. • Show on the tape and discuss with children how much they have grown since birth. • Invite children to talk about why they think they have grown. Guide them to include nutritious foods (name some), rest/sleep, exercise, play, people who take care of them, and medical care. • Send home a note to each family with the following information: (Child's name) was _____" long at birth. He/she is now _____" tall. My, how he/she has grown! <p>Additional Benchmark: 3.22 Makes comparisons (scientific process: comparing)</p>
 <p><u>Food/ Nutrition Experience</u></p>	<p>Benchmarks: 4.3 Tries new foods before deciding whether he/she likes them 4.6 Coordinates eye-hand movements to complete task 4.7 Uses small muscles for self-help skills</p> <p>Activity: Making Fruit Salad</p> <ul style="list-style-type: none"> • Gather for each child a small bowl, plate, spoon, plastic knife and napkin. • Provide ½ a banana for each child. • Ask children to peel and slice their banana and place the slices in their bowl. • Place mandarin orange slices and pineapple tidbits in individual serving bowls with a slotted spoon. • Provide vanilla yogurt and a spoon for serving. • Sit at the table with children and serve yourself a spoon of one of the fruits and pass it on to the child on your right and say, "(Child's name), please serve yourself some mandarin oranges and pass it to your friend (child's name on right)." Guide each child to pass the fruit to the child on his or her right. • Continue with the other fruit and the yogurt. • Mix your fruit and yogurt. • Enjoy the fruit with wheat crackers and a glass of milk. • Talk with children about the ways they use their hands as they prepare and as they eat their snack.

	<p>Teacher Note: Allow the children to do as much of this food experience as possible.</p> <p>Teacher Note: Teachers and children should always wash hands before participating in a food experience.</p>
 <p><u>Movement/Physical Education</u></p>	<p>Benchmark: 4.6 Coordinates eye and hand movements to complete tasks 4.10 Throws, kicks, bounces, and catches</p> <p>Activity: Sports Arms</p> <ul style="list-style-type: none"> • Invite children to name and discuss the sports that are familiar to them. Examples might include baseball, football, basketball, volleyball, swimming, tennis, bowling, soccer, gymnastics, and golf. • Ask children to demonstrate how they use their arms in the sports activities they name. • Involve other children in the arm movements demonstrated. • Invite children to discuss other items needed in the sports with which they are familiar. For example: baseball/bat and glove, golf/ball and golf clubs, tennis/ball and racket, basketball/ball and hoop, soccer/ball and feet. <p>Teacher Note: Demonstrate or have an individual child demonstrate an arm movement of a sport and other children attempt to identify the sport. Show pictures of different sports and invite children to name the sport and demonstrate the movements.</p> <hr/> <p>Benchmarks: 4.9 Freely participates in gross motor activities 3.24 Finds more than one solution to a problem</p> <p>Activity: How Can You Move?</p> <ul style="list-style-type: none"> • Explain to the children that they are to move in different ways according to the situation described. They are to move in place. • Describe a situation and ask the children to show how they would move. • Examples: <ul style="list-style-type: none"> ○ The baby is sleeping and you don't want to wake her ○ You're in a hurry to get some ice cream ○ You've come to a river with no bridge and you need to get to the other side. You see a canoe with paddles in it ○ A lion is after you. You see a tree. ○ You've hurt one foot and can't walk on it. You need to get home. ○ You fall in the lake and want to get to shore. ○ You are in a parade. <p>Teacher Note: Be creative. Make up additional movement situations.</p> <hr/> <p>Benchmarks: 3.17 Shows understanding of different relationships of objects in space (spatial relations) 4.11 Runs, jumps, hops and skips</p> <p>Activity: Circle Fun</p> <ul style="list-style-type: none"> • Provide each child a hoop to place on the floor and stand beside. • Give directions related to the children's bodies and space. For example <ul style="list-style-type: none"> ○ "Walk around the circle." ○ "Jump inside the circle." (Jump with both feet) ○ "Hop inside the circle." (Hop on one foot)

	<ul style="list-style-type: none"> ○ "Stand inside the circle." ○ "Skip around the circle." (Most children will not be able to skip, but may try) • Invite children to suggest additional ideas for moving their bodies in relationship to the circle. <p>Benchmark: 4.1 Identifies body parts and understands their functions 4:12 Shows balance and coordination</p> <p>Activity: Beanbag Balance</p> <ul style="list-style-type: none"> • Invite children to hold hands and make a circle, then drop hands and move back one step so each child has self space (space to move without touching others). • Provide each child with a beanbag. • Begin by inviting children to touch different parts of their body with the beanbag. • Give directions such as the following: "Hold the beanbag on your head." "Hold the beanbag on your knee." "Hold the beanbag on your tummy." "Hold the beanbag way down low." "Hold the beanbag way up high." "Hold the beanbag on your elbow." "Hold the beanbag on your toes." "Hold the beanbag on your ear." "Hold the beanbag behind your back." • Invite children to suggest other body parts or activities for the beanbags. <p>Teacher Note: Consider ordering a Bean Bag Activities CD or cassette by Kimbo. Use the song, Bean Bag Rock, for this activity.</p>
 <p><u>Learning Centers</u></p>	<p>Benchmarks: 2.10 Explores and manipulates art media 2.12 Preplans art project and then works with care</p> <p>Art</p> <p>Activity: Fingerpainting</p> <ul style="list-style-type: none"> • Cover the art table with newspapers for easy cleanup. • Provide children with large pieces of fingerpaint paper. • Allow children to choose two different colors of fingerpaint and place small amounts of each on the paper. • Encourage children to use their hands and fingers to move the paint to make a design. <p>Activity: Hands Are for Helping Mural</p> <ul style="list-style-type: none"> • Cut a large piece of butcher paper from a roll. • Write across the top, "Hands Are for Helping" • Provide three colors of tempera paint: red, blue and yellow. Pour paint on folded paper towels in pie pans. • Invite each child to press his or hand in the paint soaked towels in the color of his or her choice and make a handprint on the paper. • Label each handprint with that child's name. • Invite children to tell you some ways that hands can help and write their comments on the mural. For example, children may say, "Hands can pick up toys." "Hands can hug someone." • Post the mural on the wall at children's eye level. • Help children locate their handprint and the handprints of other children in the group. <hr/> <p>Activity: Sponge Painting</p> <ul style="list-style-type: none"> • Cut sponges into hand and foot shapes (approximately 2 ½ x 3") • Provide paper and tempera paint in a container such as a pie tin.

- Suggest that children use the sponges to paint with.

Teacher Note: Have a way for children to wash and dry their hands when they have completed their painting.

Block Center

- Provide different sizes of blocks for children to use as they build.
- Post in the area a picture of children building with blocks.
- Make a sign that says, "Hands are used for building with blocks." Read the sign with the children and post it under the picture.

Teacher Note: Take pictures of children building with blocks or cut out pictures from school supply catalogs to make the sign.

Library/Book Corner

- Add books about children's bodies.
- Add a felt or magnetic board and the felt or magnetic storytelling figures for the story, *From Head to Toe*.
- Add the books that the children have made: *We Can Move*, *My Body*, and *Our Hands*

Home Living/Dramatic Play

- Add a full length mirror (safety) so children can see all of themselves.
- Add plastic mixing bowls and wooden spoons to encourage children to use their hands for mixing and stirring.
- Post a picture of children/people using spoons to mix and stir.

Teacher Note: Take pictures of the children mixing and stirring or cut pictures from school supply catalogs or magazines and post them.

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives

Activity: Finger Pick Up

- Discuss with the children how we are able to pick up objects with our fingers.
- Provide an assortment of small objects such as small wood blocks, Lego pieces, cotton balls, crayons and unit blocks
- Allow each child to pick up one of the objects and state if it was easy or hard to pick up.
- Cut 2 craft sticks to the length of the child's first 2 fingers and tape the fingers and sticks in place.
- Invite each child to try and pick up the same object as before and talk about the difference.
- Discuss with the children that some people have hands that don't work as well as most hands do. They have to learn to *compensate*.
- Allow the children to share their own experiences, such as a grandparent with arthritis, a cousin with cerebral palsy, or someone with a broken finger.

Teacher Note: Be sensitive to a child in your group with a disability affecting the hands and adjust the activity as needed.

Activity: Picking up Objects

- Place objects such as cotton balls in a plastic bowl.
- Invite children to pick up the cotton balls using their fingers, then wearing glove.

- Provide tongs (ice tongs, for example), and invite children to pick up the cotton balls with them.
- Discuss with children which was easiest way to pick up cotton balls and which was the hardest.

Activity: Feet and Hand Lacing Cards

- Create lacing cards in the shape of feet and hands from vinyl place mats.
- Punch holes in the cards with hand hole-punch.
- Provide shoe laces for lacing.
- Introduce children to the lacing cards and laces. Demonstrate as you tell the children how to lace around the cards.
- Allow and accept each child's attempts at lacing.
- Encourage children to pull out the laces when they have completed lacing around the shape so it will be ready for the next person.

Water table or tub

- Add small plastic pitchers, bowls and cups to the water table or tub.
- Post in the area a picture that shows children using their hands for pouring.
- Make a sign that says, "Hands are used for pouring." Read the sign with the children and post it under the picture

Teacher Note: Take pictures of the children pouring water or cut pictures from school supply catalogs for the sign.

Sand table or tub

- Add small plastic bowls and cups and a sifter to the sand table or tub.
- Post in the area a picture that shows children using their hands for pouring and sifting.
- Make a sign that says, "Hands are used for pouring and sifting." Read the sign with the children and post the sign under the picture.

Teacher Note: Take pictures of the children pouring and sifting sand or cut pictures from school supply catalogs for the sign.

Science/Discovery

- Body Parts Chart
- Finger Prints
- How Much Do I Weigh?
- How Tall Am I?
- My How I Have Grown!

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.



Transition Activities

Activity: Name It

- Show each child a body parts card.
- Invite the child to name the body part and transition to the next activity.

Teacher Note: Use this same activity in different ways. For example, ask the child to name the body part and touch that part on their body, or tell something the body part can do.

Activity: Brain Sprinkles

- Begin the day by telling children you're going to give them "brain sprinkles" that will help them think better.
- Walk around the room and gently shake the can labeled "Brain Sprinkles" over each child's head.
- Invite children to tell you at the end of a learning experience or at the end of the day if the "brain sprinkles" worked. What did they learn?

Teacher Note: Remind children that their brain is a part of their body even though they cannot see it and that it is working all of the time.

Teacher Note: Label a can "quiet sprinkles" and shake it over their heads as they are walking down the hall, for example.

Activity: Finger Plays

- Involve the children in the following finger plays as a way to get children's attention and/or prepare them for another activity such as story time:

I Wiggle

(Suit action to words)

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
No more wiggles are left in me.
Now I'm just as still as I can be.

Two Little Feet


(Suit actions to words)

Two little feet go tap, tap, tap.
Two little hands go clap, clap, clap.
Two little feet go jump, jump, jump.
Two little fists go thump, thump, thump.
One little body goes round, round, round,
And one little child sits quietly down.

Busy Hands

(Suit actions to words)

Hands on shoulders, hands on knees,
Put them behind you, if you please.
Raise your hands high up in the air.
Down at your sides, now touch your hair.
Hands at side now you may place,
Touch your elbows, now your face.
Raise hands high up as before.

	<p>Now you may clap 1, 2, 3, 4. Now sit down, hands quiet as can be. What happens next? Let's wait and see.</p> <p>Ready to Listen (Suit actions to words)</p> <p>Let your hands go clap, clap, clap. Let your fingers go snap, snap, snap. Let your lips go oh so round, But do not let them make a sound. Fold your hands and close your eye. Take a breath and softly sign. Ah!</p> <p>Teacher Note: Memorize these finger plays and use them with the children throughout the year. Consider starting a finger play file for easy reference.</p>
 <p><u>Family Activities</u></p>	<p>Send home a note to parents stating for the next few days, the children will be learning about their amazing bodies. Suggest some ways families can be involved in the topic of study:</p> <ul style="list-style-type: none"> • Include the titles and authors of some of the children's books about children's bodies. Suggest that they look for these books in the local library, check them out and read them with their child. • Send home a couple of the finger plays that you have used with the children. Suggest that families say the finger plays with their children. • Ask families to let you know their child's length at birth. • Send home a note to families showing their child's length at birth and their child's current height.